

Time Management Training Workbook



NORTHCENTRAL
UNIVERSITY

WELCOME

Welcome to the **Northcentral Time Management Training Workbook**. This workbook is a companion to the video training available at <http://ncu.attackyourday.net>.

You will need at least 30 minutes a day for 5 consecutive days to complete this workbook. The entire workbook, including viewing the video, will take you approximately 10 hours to complete, so plan accordingly.

You will upload this entire workbook for your Mentor. Your content grade will be based on evidence that you completed the training; there are no right or wrong answers.

Before you get started, please answer these questions. Be honest with yourself.

1. Have you completed a formal time management training course in the past?

☐ Yes ☐ No

If yes, what program?

2. Do you have a plan for scheduling the 10-15 hours per week you will need to engage in learning activities? ☐ Yes ☐ No ☐ Maybe

3. Using the scale below, how effective do you think you are at managing your time,? Select the choice that is closest to where you are now.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Not all effective	Barely effective	Somewhat effective	Effective	Very effective

4. Thinking about the last 30 days, how frequently have you experienced anxiety or stress due to not having enough time to get everything done?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Never	Occasionally	Frequently	Most days	Every day

If you have not yet watched the **Welcome! video**, please do so now.



INTRODUCTION

Watch the Introduction video (Duration 9:15)

☐ **Completed**

1. This workshop will teach you 5 skills: Choosing, Arranging, Flexicuting, Tracking and Focus. Which skill are you most interested in learning and why?

2. What time management tools do you currently use?

3. Do you consider yourself a multi-tasker? ☐ Yes ☐ No

4. Do you currently start each day with an action list or to-do list?
☐ Yes ☐ No ☐ Sometimes



TRACK YOUR TIME

Track your time for two days

☐ **Day One**

☐ **Day Two**

Once you have watched the introductory video, track your time for two consecutive days. Do this before watching the next video. You will find the time tracking worksheets at the back of this workbook in the Appendix: Track Your Investment of Time (note that you cannot type information into these sheets). Please print them and carry them with you filling them in throughout your day. You will not turn these into your Mentor, but the exercise does need to be completed in order to answer other questions in the workbook.

MENTOR'S COMMENTS/FEEDBACK





THE SKILL OF CHOOSING

Watch the Skill of Choosing video (Duration 10:51)

☐ Completed

This video focuses on the skill of choosing. You will be asked to write down events that fit in different categories (red, green, yellow, and gray). The video asks you to consider work and personal domains. If you are not in the workforce, then focus on the personal domain (after all, continuing your education is a personal goal!).

1. Take three minutes and write down as many RED activities (true urgencies) that you can imagine.
2. Take three minutes and write down as many GREEN activities (go here) that you can imagine.
3. Take three minutes and write down as many YELLOW activities (caution - reschedule) that you can imagine.
4. Write down at least 3 GRAY activities (time wasters) that you can remove from your life and free up more time for your course work.





THE SKILL OF CHOOSING

5. Refer to your time tracking sheets and designate each activity you tracked as red, green, yellow or gray. Add up the amount of time you spent in each color for both days and then divide by 2 to get an “average” over the 2 days. Input your results in hours:

RED

GREEN

YELLOW

GRAY

6. How do you think coloring your choices will help free up the time you will need for pursuing your degree?

MENTOR’S COMMENTS/FEEDBACK



THE SKILL OF ARRANGING

Watch the Skill of Arranging video (Duration 8:33)

☐ Completed

This video focuses on the skill of arranging. You might want to download and print the handout (Interruptions Filter Question) under the Downloads tab in the Attack Your Day training portal and hang it in a few visible places.

1. List 5 activities currently on your to-do list and color them.

☐ Red ☐ Green ☐ Yellow ☐ Gray

☐ Red ☐ Green ☐ Yellow ☐ Gray

☐ Red ☐ Green ☐ Yellow ☐ Gray

☐ Red ☐ Green ☐ Yellow ☐ Gray

☐ Red ☐ Green ☐ Yellow ☐ Gray

2. Commit to planning your day. What is your plan? (include the time management tool you will use, when you will plan your day, etc).

3. Plan your day for the next 3 days. You can use the Activity Game available as a PDF download under Downloads tab in your training, or any time management tool you already use. You will not turn this into your Mentor. Once you have planned your day for 3 consecutive days using your new time management skills, write a short reflection on this exercise for your Mentor here.





THE SKILL OF ARRANGING

1. Now, look at your course syllabus and write down the due dates and corresponding dates and times you will be preparing for the next 3 activities in this course. Submit your plan here.

NOTE: you do not need to wait until you have tracked your time for 3 days before moving onto the next videos.

MENTOR'S COMMENTS/FEEDBACK



THE SKILL OF FLEXICUTE

Watch the Skill of Flexicute video (Duration 8:45)

☐ Completed

This video focuses on the skill of flexicuting: being willing to leave your activity list. The video will instruct you to download and fill out a time management style worksheet. That worksheet appears below for your convenience.

Time Management Styles:

Are you polychronic, monochronic, or a combination?

When and how you plan your academic activities depends upon necessity, practicality, efficiency, and spontaneity discussed in the Skill of Arranging, as well as your personal style of doing things. These styles range from highly structured (monochronic) to highly unstructured (polychronic).

Instructions: Check one choice below for each pair; choose what best represents your dominant style, even though you may do both on occasion. Then add the number of checks in each column and enter the number at the bottom of each column.

Monochronic Style

- ☐ Task oriented
- ☐ Do activities in a linear manner
- ☐ Socially reserved
- ☐ Limited expression of feeling & emotions
- ☐ Focus on structure & systems
- ☐ Individually oriented
- ☐ Formal
- ☐ Direct
- ☐ Fixed
- ☐ Focused on the goal

Total

Polychronic Style

- ☐ Relationship oriented
- ☐ Do several activities simultaneously
- ☐ Socially expressive
- ☐ Open expression of feelings & emotions
- ☐ Focus on trust, communication, respect
- ☐ Group oriented
- ☐ Informal
- ☐ Indirect
- ☐ Flexible
- ☐ Focused on the process

Total



THE SKILL OF FLEXICUTE

1. Beware of multi-tasking! This video introduces the concept of *time contamination*. It will be difficult, if not impossible; to complete your program if you allow yourself to contaminate the time you spend on your learning activities. You must be 100% present and fully engaged while you are working on your course activities. Write a reflection on the concept of time contamination.

MENTOR'S COMMENTS/FEEDBACK



THE SKILL OF TRACKING

Watch the Skill of Tracking video (Duration 10:19)

☐ **Completed**

This video explains the need for “buckets”.

1. Take time to decide how you are going to track your time, or how you might modify the method you already use (i.e. electronic application or paper and pencil method, or a combination of both). Decide how many buckets you need and name them.
2. Explain your tracking system here.

MENTOR’S COMMENTS/FEEDBACK



THE SKILL OF FOCUS

Watch the Skill of Focus video (Duration 7:56)

☐ **Completed**

This video focuses on the skill of knowing when to say “No.” The video asks you to download the Focus Breakers exercise. It has been included here in your workbook for your convenience.

Focus Breakers - Self-Imposed, Internally Motivated Focus Breakers

Start learning to focus by taking a personal inventory of the negative activities that cause you to break your focus.

Look carefully over the following list of self-imposed, internally-motivated focus breakers, and put a check mark by the ones you do that break your ability to stay focused.

- | | |
|--|--|
| <input type="checkbox"/> Insufficient planning | <input type="checkbox"/> Socializing |
| <input type="checkbox"/> Surfing the net | <input type="checkbox"/> Attempting to do too much |
| <input type="checkbox"/> Getting lost in details | <input type="checkbox"/> Preoccupation |
| <input type="checkbox"/> Ineffective delegation | <input type="checkbox"/> Unwillingness to say “no” |
| <input type="checkbox"/> Arguing | <input type="checkbox"/> Lack of self-discipline |
| <input type="checkbox"/> Procrastination | <input type="checkbox"/> Failure to prioritize |
| <input type="checkbox"/> Your own errors | <input type="checkbox"/> Failure to listen carefully |
| <input type="checkbox"/> Your need to over-control | <input type="checkbox"/> Unrealistic time estimates |
| <input type="checkbox"/> Poorly defined goals | <input type="checkbox"/> Misplacing or losing items |
| <input type="checkbox"/> Failure to anticipate events or changes | <input type="checkbox"/> Responding to counterfeit urgency |

Have some internally motivated focus breakers not on the list? Add additional focus breakers below.



THE SKILL OF FOCUS

Focus Breakers - External Focus Breakers

Now, what about all the focus breaker activities that are externally motivated? These are the activities we are often sucked into that cause us to break our focus as well as make us feel irritated and frustrated.

Can we say no to all of those? Not really, but to many of them we can. First, complete the following assessment. Check the Externally Motivated Focus Breakers you encounter most often.

- | | |
|---|--|
| <input type="checkbox"/> Meetings | <input type="checkbox"/> Delayed work |
| <input type="checkbox"/> Delayed decisions | <input type="checkbox"/> Inappropriate use of email, voicemail, etc. |
| <input type="checkbox"/> Computer problems | <input type="checkbox"/> Poor communication |
| <input type="checkbox"/> Errors by others | <input type="checkbox"/> Telephone calls |
| <input type="checkbox"/> Frequent visits (drop-ins) | <input type="checkbox"/> Lengthy visits |
| <input type="checkbox"/> Poor definition of tasks or problems | <input type="checkbox"/> Unclear lines of authority |
| <input type="checkbox"/> Understaffing | <input type="checkbox"/> Lack of feedback |
| <input type="checkbox"/> Unclear roles | <input type="checkbox"/> Ongoing incompetence |
| <input type="checkbox"/> Conflicting priorities | <input type="checkbox"/> Emotional conflicts |
| <input type="checkbox"/> Changing instructions, priorities | |

Have some externally motivated focus breakers not on the list? Add additional focus breakers below.



THE SKILL OF FOCUS

1. List three internally imposed focus breakers and then revise them to make them focus makers; which one will you focus on first?
2. Pick three external focus breakers that you will need to resolve while you are working on your degree. List all three and then pick one and explain your plan for resolving it.
3. The video offers strategies for exercising your “no” muscle: Refusal statement, delay tactic, helping hand approach. Think of a situation that will likely occur in the next month that may interrupt your coursework time and how you can say no. Explain the situation and your plan here.

MENTOR’S COMMENTS/FEEDBACK



CONCLUSION

Watch the Conclusion video (Duration 4:27)

☐ Completed

This program introduced you to 5 skills related to time management. But, these skills are skills you will need to practice to truly tame the time management beast! Consider signing up for weekly productivity strategies. You can do this by clicking on the “Subscribe to Productivity Strategies” link under the Productivity Strategies tab. These are emails that will remind you to practice the skills of Choosing, Arranging, Flexicuting, Tracking, and Focus.

Read the Productivity Strategies in the Productive Strategies Tab

1. Pick three strategies you will likely use while completing your degree and list their numbers here.
2. You have decided to aim high and complete a higher degree. You will need the support and understanding of your family, friends, and co-workers to eventually cross that finish line.

Draft an email to people that will be impacted by your new time management techniques (family, friends, co-workers) explaining your new time management strategies. You might want to explain that there will be times, that unless something is a RED, you might not be able to attend to it. You might want to share a productivity strategy with them as well. It would also be prudent to thank them in advanced for supporting you during this journey (which will last years).





CONCLUSION

Now that you have completed formal time management training, please answer these questions.

1. Do you have a plan for scheduling the 10-15 hours per week you will need to engage in learning activities? ☐ Yes ☐ No ☐ Maybe

2. Using the scale below, how effective do you think you are at managing your time,? Select the choice that is closest to where you are now.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Not all effective	Barely effective	Somewhat effective	Effective	Very effective

3. Since completing the program, how frequently do you think you will experience anxiety or stress due to not having enough time to get everything done?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Never	Occasionally	Frequently	Most days	Every day

4. Did you learn new skills that you think will be beneficial to you as you integrate going back to school into your life? ☐ Yes ☐ No ☐ Too soon to tell

MENTOR'S COMMENTS/FEEDBACK



APPENDIX: TRACK YOUR INVESTMENT OF TIME

Many of us don't really know where our time and energy go because it's impossible to mentally track our activities. For example, trying to track all of our financial transactions in our mind without records would be very frustrating, if not impossible. It is even more difficult to track our investment of time.

If you are going to complete your program, it will entail balancing your academic responsibilities with the rest of your life. You must learn to focus your energy on carefully selected activities. Tracking your activities for two days is an eye-opening experience. It will help you recognize habits and trends. It will reveal how you might change your method of operating to achieve better concentration of power.

With this tool, simply log your activities only when you have completed one activity and are ready to begin another.

Instructions:

Put a mark next to the time you begin the first activity of the day. Do not write in the description until you have completed it and you are ready to move on to the next one.

As you transition from one activity to the next, simply put another mark on the line next to the time you completed the activity and, in the space provided, describe in a word or two what the activity was. At the end of the day you'll have an accurate history of which type of activities consumed your time and energy throughout the day.

Do this for two days. Once you have viewed the Skill of Choosing video, you will be instructed to color code the activity— **RED**, **GREEN**, **YELLOW**, or **GRAY**.

Guidelines:

- Carry the activity record with you and fill it out as soon as you complete an activity (note: you will not input your notes into your workbook, but will need to complete this activity to answer questions in the workbook).
- Be honest with yourself. Making up details won't serve your purpose.
- List interruptions and assign them a color, too.
- Do not rely on your memory; mark the activity record at the completion of every activity.

Average:

After completing this activity for two days, add up the amount of time (in minutes) you spent in each color. Then average these times over the 2 days and round your average to the nearest hour. You will enter this data into your workbook.

Total Time: **Red** _____ **Green** _____ **Yellow** _____ **Gray** _____





Track Your Investment of Time

Date: _____

	Event / Activity	R	G	Y	G		Event / Activity	R	G	Y	G
5:00						3:00					
5:15						3:15					
5:30						3:30					
5:45						3:45					
6:00						4:00					
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1:30						11:30					
1:45						11:45					
2:00						12:00					
2:15						12:15					
2:30						12:30					
2:45						12:45					
						STOP					

Red: Vital/Urgent Green: Vital/Not Urgent Yellow: Not Vital/Urgent Gray: Not Vital/Not Urgent

Total: **Red** _____ **Green** _____ **Yellow** _____ **Gray** _____





Track Your Investment of Time

Date: _____

	Event / Activity	R	G	Y	G		Event / Activity	R	G	Y	G
5:00						3:00					
5:15						3:15					
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2:00						12:00					
2:15						12:15					
2:30						12:30					
2:45						12:45					
						STOP					

Red: Vital/Urgent Green: Vital/Not Urgent Yellow: Not Vital/Urgent Gray: Not Vital/Not Urgent

Total: **Red** _____ **Green** _____ **Yellow** _____ **Gray** _____

